**Commission on Teacher Credentialing (CTC)
and
American Speech-Language-Hearing Association (ASHA)**

Standards Crosswalk

November 2010

An institution that is offering a Speech-Language Pathology Services preparation program which is accredited by the American Speech-Language-Hearing Association (ASHA) may elect to use ASHA's standards for California accreditation activities.   In addition to meeting ASHA's standards, each California SLP program must indicate where the underlined concepts are addressed in the approved SLP program.

As an accredited program, the CSD program fully meets all of the ASHA standards. In this crosswalk document, we have provided additional information about where and how in the CSD program's curriculum the underlined concepts are addressed.

ASHA Accredited Programs Must Show Where in the SLP Program the <u>Underlined Concepts</u> are Addressed	Course/Assignment/Assessment (indicate the course, assignment and/or assessment where the underlined concepts are addressed in your SLP program)
1: Program Design, Rationale and Coordination Each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound <u>evidence-based practices relevant to the contemporary conditions of schools</u>. The design must reflect the <u>full range of service delivery options,</u> including <u>general education, and the knowledge and skills to meet the needs of candidates</u> in the specific areas authorized by the credential. The program has an organizational structure that forms a <u>logical sequence between the instructional components and field work,</u> and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.	*The program has an organizational structure that forms a <u>logical sequence between the instructional components and field work, and that provides for coordination of the components of the program.</u>* • The CSD program is organized so that academic and professional coursework occur either prior to or concurrently with clinical fieldwork experiences. The **plan of study** displays this sequence, which all candidates take in a cohort model. This occurs in a logical sequence of instructional activities leading to candidates' fieldwork/clinical practicum experiences. **CSD 500 – Research Methods** • In the first trimester, candidates enroll in CSD 500, where they are introduced to 'evidence' (**I**) along with readings listed on the syllabus, practice/assess their understanding (**P A**) of the 'evidence', and are assessed on their ability to understand the 'evidence' and synthesize/translate that understanding into evidence-based practice paper recommendations (**A A**).

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	…cohesive design and sound <u>evidence-based practices relevant to the contemporary conditions of schools</u>. The design must reflect the <u>full range of service delivery options, including general education, and the knowledge and skills to meet the needs of candidates</u> in the specific areas authorized by the credential. **CSD 501- Articulation and Phonology** • Research Presentation on a research article directly relevant to speech sound disorders; syllabus assignment/evaluation **(A)** **CSD 503 - Language Disorders in Children** • Specific language impairment (SLI) is the second most frequently occurring disability in schools. Service delivery options address language in all of its facets – listening, speaking, reading and writing. **(I P)** **CSD 509 – School-Based Issues** (all topics, assignments and assessments are outlined in the course syllabus) • Candidates recognize and describe the full range of service delivery options using the schematics in the Moore & Montgomery (2017) textbook readings (**I – textbook readings)** • Candidates with disabilities (SWD) models are the focus of this course, in which 50% of the assignments and activities target K-12 (**I - text book readings, lecture/discussion, P – in class activities & assignments, A - assessments pgs, 9-14, 18)** • Key evidence-based ASHA documents, e.g., ASHA ESSA document, and the ASHA Practice Portal are used consistently throughout the entire course (**I - text book readings, lecture/discussion, P – in class activities & assignments, A - assessments pgs, 9-14, 18)**

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	In **CSD Clinical Practicum 620, 630, 640, 650, and 660** performance evaluations are conducted and candidates are rated using our customized evaluation that includes: evaluation skills; treatment skills; and professional practice, interaction, and personal qualities. These are evaluated using a 4-point rating scale, where scores below '3' are considered to be unmet. School based competencies are evaluated at the midterm and final time point in each school-based practicum by the onsite supervisor and the university practicum supervisor. Their evaluation performance of these competencies is listed on the last page of the performance evaluation, called 'School-Based Competencies Checklist' (**A**) allows supervisors and practicum instructors to identify when candidates have met the competency of using evidence-based practice in the schools (**#15**) and has an understanding of various service delivery models (**#6**).
2: Professional, Legal and Ethical Practices Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes <u>state and federal mandates, legal requirements for assessment, Individualized Family Service Program, Individualized Education Program (IEP)</u> development and monitoring, services, and instruction of <u>candidates with disabilities</u>. The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as <u>promoting safe educational environments</u>. The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.	*This curriculum includes <u>state and federal mandates, legal requirements for assessment, Individualized Family Service Program, Individualized Education Program (IEP)</u> development and monitoring, services, and instruction of <u>candidates with disabilities</u>.* *…<u>promoting safe educational environments.</u>* **CSD 508 – Diagnostics and Assessment** • Special Education Lawyer (D.H.) will speak about legal issues in eligibility for SLI, LRE, Ca Spec Ed Code, S/L services, and assessment practices in California. Graded assignment to follow (**I P**) • Reading: Larry P. Decision http://studylib.net/doc/7302728/an-update-on-larry-p.---csha---california-speech-language… (**I**) • Reading: Ed Code Facts https://www.cde.ca.gov/sp/se/sr/cefspeced.asp (**I**) • Reading: Special Ed Eligibility https://www.cde.ca.gov/sp/se/sr/ (**I**) **CSD 509 – School-Based Issues** (all topics, assignments and assessments are outlined in the course syllabus)

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	• Includes comprehensive training of the legislative foundation of general and special education services in California schools, using on-site assignments, practical experiences in simulation and real-life experiences (assignments) preparing the candidates for school placements. (**<u>I</u> - text book readings, <u>P</u> assignments – pgs. 9-14**)
	• Candidates research and submit reports on key issues (e.g. Section 504; RTI; Medical discipline, avoiding legal disputes) (**<u>I</u> - text book readings, lecture/discussion, <u>P</u> – in class activities & assignments, <u>A</u> - assessments pgs., 9-14, 18**)
	• Sample IEP's and IFSP's are used to build awareness of MTSS that support children with communication disabilities in educational environments. (**<u>I</u> - text book readings, lecture/discussion, <u>P</u> – in class activities & assignments, <u>A</u> - assessments pgs., 9-14, 18**)
	• Midterm and final exams focus on the key issues in state and federal mandates and safe educational environments for SLPs and candidates. (**<u>A</u>**)
	<u>CSD 505 – Autism Spectrum Disorders and Early Childhood Assessment</u>
	• Student Learning Outcome #9(see syllabus, Page 1) - Review local, state, and national policies regarding reimbursement/funding sources, educational standards and legal/practice standard (**<u>I</u>**)
	• Student Learning Outcome #12 (see syllabus, Page 1) - Apply coursework to contemporary professional issues including scope of practice, certifications/licensures and credentials of your own profession as well as allied professions. (**<u>I</u>**)
	• Dr. Krysti De Zonia Powerpoint Slides 2-3 Lantermen Act (**<u>I</u>**)
	• Quiz 1 (**<u>A</u>**) and Midterm (**<u>A</u>**)
	• Promoting Safe Educational Environments Presentation-"Working with Behavioral

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	Challenges" slides specific to behavior management (**I**) In – class activities regarding positioning/strategies to keep clinicians and students safe. Midterm (**A**) and Quiz 1 (**A**) **CSD 502 – Clinical Procedures and Professional Issues** • Learning Objectives 1 (Syllabus page 2)(**I**) – Demonstrate knowledge of the roles and responsibilities of speech, language, pathologists in schools and various health care settings that are consistent with the ASHA scope of practice (**I**) through group presentation and role-playing clinician client interactions related to practice areas. (**I I**) • Course content 5 (Syllabus page 2)(**I**) - Hipaa and Ferpa (**I**), Liability, Healthcare, Section 504, IEP/IFSP/ITP (**I I I**) In **CSD Clinical Practicum 620, 630, 640, 650, and 660** performance evaluations are conducted and candidates are rated using our customized evaluation that includes: evaluation skills; treatment skills; and professional practice, interaction, and personal qualities. These are evaluated using a 4-point rating scale, where scores below '3' are considered to be unmet. School based competencies are evaluated at the midterm and final time point in each school-based practicum by the onsite supervisor and the university practicum supervisor. Their evaluation performance of these competencies is listed on the last page of the performance evaluation, called 'School-Based Competencies Checklist' (**A**) allows supervisors and practicum instructors to identify when candidates demonstrate the knowledge of state wide assessment and local, state and federal accountability systems and understand behavior that promotes safe environments (**#10, 16**).
3: Educating Diverse Learners The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity,	*Educating gender identity/expression,* In **CSD Clinical Practicum 620, 630, 640, 650, and 660** performance evaluations are

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language, age, religion, social economic status, <u>gender identity/expression</u>, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of <u>pedagogical theories, development of academic language</u> and principles/practices for English language usage leading to comprehensive literacy in English.
 	
The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging candidates with disabilities.
	conducted and candidates are rated using our customized evaluation that includes: evaluation skills; treatment skills; and professional practice, interaction, and personal qualities. These are evaluated using a 4-point rating scale, where scores below '3' are considered to be unmet. School based competencies are evaluated at the midterm and final time point in each school-based practicum by the onsite supervisor and the university practicum supervisor. Their evaluation performance of these competencies is listed on the last page of the performance evaluation, called 'School-Based Competencies Checklist' (**A**) allows supervisors and practicum instructors to identify when candidates demonstrate understanding and acceptance of difference in culture, gender identity/expression (**#3**).
	
	CSD 512 – Multicultural and Second Language Acquisition explores cultural and language diversity of our state, including gender identity/expression. Guest speakers with life experiences in school environments instruct candidates and engage them in school-based discussions. Assignments and reflection papers are graded. (**I, P, A**)
	
	CSD 517 – Voice, Resonance, Cranial Facial, Motor Disorders
	
	   ▪ Candidates are introduced to gender-based voice, including transgender voice in class lecture(**I I**), then practice assessing clients (**P**) and are evaluated on their assessment skills (**A**).
	
	CSD 502 – Clinical Procedures and Professional Issues
	
	   ▪ Content is discussed through lecture and survey "How comfortable are you". (**A**)
	
	CSD 509 – School-Based Issues (all topics, assignments and assessments are outlined in the course syllabus)
	
	   ▪ Specialized service delivery for Specialized student needs – (**I - textbook reading Ch. 7, lecture/discussion**).
	
	   ▪ Concentrated attention to the important acronyms in state and national education

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	settings through lecture, and class discussion (**I**). *Application of pedagogical theories, development of academic language* **CSD 503 – Language Disorders in Children** ▪ Development of academic language (**I**): fact vs opinion and in the use of language sampling and analysis (Systematic Analysis of Language Transcripts) (**A**) **CSD 509 – School-Based Issues** (all topics, assignments and assessments are outlined in the course syllabus) ▪ Academic language – (**I, P** text book readings, lecture/discussion) ▪ Code of Ethics assignment – see syllabus (**A**)
4: Effective Communication and Collaborative Partnerships The program provides instruction in communicating effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP. The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge	*trans-disciplinary teams including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP* **CSD 509 – School-Based Issues** (all topics, assignments and assessments are outlined in the course syllabus) • Using standard sets of questions for trans disciplinary teams, candidates construct and administer a parent interview to gather information for the IEP/IFSP/ITP. 17 sample questions are provided to the candidates. In order to learn to communicate effectively with parents and the business community this interview process is shared and graded in class. (**I, P, A**) **CSD 508 – Diagnostics and Assessments** • Oral Presentation- Candidates present their diagnostic report to a group of related professionals in "role play" scenario. (see Syllabus page 5) Graded assignment (**P A**)

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<u>transitional stages across the life span for all learners</u>.	**CSD 505 – Autism Spectrum Disorders and Early Childhood Assessment** • Detail the roles and responsibilities of speech-language pathologists with other related professionals in the diagnosis and treatment of autism and early childhood assessment. - Quiz 1 (**A**) and midterm (**A**) **CSD 502 – Clinical Procedures and Professional Issues** • Lecture on the scope of practice of different disciplines (**I**) In **CSD Clinical Practicum 620, 630, 640, 650, and 660** performance evaluations are conducted and candidates are rated using our customized evaluation that includes: evaluation skills; treatment skills; and professional practice, interaction, and personal qualities. These are evaluated using a 4-point rating scale, where scores below '3' are considered to be unmet. School based competencies are evaluated at the midterm and final time point in each school-based practicum by the onsite supervisor and the university practicum supervisor. Their evaluation performance of these competencies is listed on the last page of the performance evaluation, called 'School-Based Competencies Checklist' (**A**) allows supervisors and practicum instructors to evaluate the candidates ability to communicate effectively with teachers, professionals and interdisciplinary teams including parents (**#2, 7**) *The program informs candidates of the importance of <u>communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners</u>.* **CSD 509 – School-Based Issues (all topics, assignments and assessments are outlined**

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	in the course syllabus) • Candidates take an active role in community projects and in schools. They are required to provide 12 hours of direct community service not included in the 400 hours required of clinical practicum. This opportunity provides a wide range of public and nonpublic agencies the opportunities to bridge transitional stages using speech and language strategies (e.g. Huntington Beach Transition Program; Down Syndrome Association of Orange County). (**I, P, A**) **CSD 505 – Autism Spectrum Disorders and Early Childhood Assessment** • Dr. Krysti De Zonia Slides on building community partnerships, establishment of microbusinesses for individuals with disabilities, and skills to target for successful transitions to adult programs. - Quiz 2 (**A**) and midterm (**A**) In **CSD Clinical Practicum 620, 630, 640, 650, and 660** performance evaluations are conducted and candidates are rated using our customized evaluation that includes: evaluation skills; treatment skills; and professional practice, interaction, and personal qualities. These are evaluated using a 4-point rating scale, where scores below '3' are considered to be unmet. School based competencies are evaluated at the midterm and final time point in each school-based practicum by the onsite supervisor and the university practicum supervisor. Their evaluation performance of these competencies is listed on the last page of the performance evaluation, called 'School-Based Competencies Checklist' (**A**) allows supervisors and practicum instructors to evaluate the skill of communicating effectively with the business community, public and non-public agencies and to provide cohesive delivery of services, and bridge transitional stages across the life span (**#13**).
5: Assessment of Candidates The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands	*Progress monitoring and in decision making* **CSD 500 – Research Methods** • Tracking clinical data in children - reading (**I**)

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and uses multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.	**CSD 504 – Fluency** • Create a resource clinical handbook that will include assessment and intervention monitoring for preschoolers, school age children, and teens/adults who stutter (**I P A**) (**I**) **CSD 509 – School-Based Issues** (all topics, assignments and assessments are outlined in the course syllabus) • Candidates are instructed to monitor progress through readings, lecture and discussion (**I, P**) and are assessed using the Response to Intervention (RTI) graded assignment (**A**). In **CSD Clinical Practicum 620, 630, 640, 650, and 660** performance evaluations are conducted and candidates are rated using our customized evaluation that includes: evaluation skills; treatment skills; and professional practice, interaction, and personal qualities. These are evaluated using a 4-point rating scale, where scores below '3' are considered to be unmet. School based competencies are evaluated at the midterm and final time point in each school-based practicum by the onsite supervisor and the university practicum supervisor. Their evaluation performance of these competencies is listed on the last page of the performance evaluation, called 'School-Based Competencies Checklist' (**A**) allows supervisors and practicum instructors to identify candidates ability in progress monitoring and in decision making regarding eligibility and services (**#1**). *Assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications* **CSD 508 – Diagnostics and Assessment** • Lecture and presentation on the purpose of assessment presentation (see slides). (**I**) • Reading Assignments: Chapter 1; Pierangelo, R & Giuliani, G.(1998); Using Norm-Reference Tests to Determine Severity of Language Impairment in Children:

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	Disconnect Between US Policy Makers and Test Developers (**I**), website: https://www.researchgate.net/journal/1558-9129_Language_Speech_and_Hearing_Services_in_Schools (**I**) • Each week the candidates have hands-on experience with at least four different evidenced-based, standardized and non-standardized measures. They practice administering tests, interpreting the results, scoring using standardized data and making determination for intervention based on their findings (**I,P**) (pg. 5, syllabus) • Each week, the candidates are required to design informal measures of assessment utilizing random objects presented to them. They are required to name two language skills which can be assessed and design a thoughtful presentation for the assessment exercise. Graded assignment. (**I,P**) (pg. 4, syllabus) • The key assignments for the class is to perform two separate assessments (one child and one adult) and complete a full written report including, 1) background, 2) purpose, 3) evaluation methods, 4) results, 5)behavioral observations, 6) conclusions, and 7) treatment goals(**I,P**) (pg. 4-5, syllabus) • The final project requires each candidate to create a catalog of testing instruments, for clients from birth to senior, including the purpose, structure, data collected and evaluations of the measures to be sued as a resource in their professional careers (**I,P**) (pg. 5-6, syllabus) **CSD 509 – School-Based Issues (all topics, assignments and assessments are outlined in the course syllabus)** • Textbook readings, lecture and discussion (**I, P**). • In class 'CEC Lucky 21 presentations' of specific topics (**A**).

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	CSD 507 – Augmentative and Alternative Communication (AAC) and Cognitive Aspects of Communication • "Educational Inclusion" with specific accommodations and modifications that can be made to support student AAC users by assigning supports as an Accommodation or Modification category (**I,P**, slides) **CSD 501- Articulation and Phonology** • Small groups describe and demonstrate one assessment instrument for class (**PA**) **CSD 510 – Adult Language Disorders** • Lecture slides/discussion about testing & accommodations for older students transitioning to college after acquired brain injury (**I**) In **CSD Clinical Practicum 620, 630, 640, 650,** and **660** performance evaluations are conducted and candidates are rated using our customized evaluation that includes: evaluation skills; treatment skills; and professional practice, interaction, and personal qualities. These are evaluated using a 4-point rating scale, where scores below '3' are considered to be unmet. School based competencies are evaluated at the midterm and final time point in each school-based practicum by the onsite supervisor and the university practicum supervisor. Their evaluation performance of these competencies is listed on the last page of the performance evaluation, called 'School-Based Competencies Checklist' (**A**) allows supervisors and practicum instructors to identify candidates ability to demonstrate the need for student accommodations, modifications and instructional design in documentation (**#9**). *The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.*

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	CSD 509 – School-Based Issues (all topics, assignments and assessments are outlined in the course syllabus) • Textbook readings lecture and discussion (**I, P**). • Common Core graded assignment (**A**) and Ethics graded assignment (**A**). In **CSD Clinical Practicum 620, 630, 640, 650, and 660** performance evaluations are conducted and candidates are rated using our customized evaluation that includes: evaluation skills; treatment skills; and professional practice, interaction, and personal qualities. These are evaluated using a 4-point rating scale, where scores below '3' are considered to be unmet. School based competencies are evaluated at the midterm and final time point in each school-based practicum by the onsite supervisor and the university practicum supervisor. Their evaluation performance of these competencies is listed on the last page of the performance evaluation, called 'School-Based Competencies Checklist' (**A**) allows supervisors and practicum instructors to identify candidates ability to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems (**#10**).
6: Using Educational and Assistive Technology The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management <u>in the instructional setting</u>. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials <u>to facilitate</u> communication, <u>curriculum access,</u> and skill development of students with disabilities	*…appropriate use of computer-based technology for information collection, analysis and management <u>in the instructional setting</u>.* **CSD 620, CSD 640, CSD 650, CSD 660 - Clinical Practicum** • Describe how candidates learn each schools system for documenting sessions, and writing and submitting reports. These competencies are documented on the performance evaluation form. (**PA**) In **CSD Clinical Practicum 620, 630, 640, 650, and 660** performance evaluations are conducted and candidates are rated using our customized evaluation that includes: evaluation skills; treatment skills; and professional practice, interaction, and personal qualities. These are evaluated using a 4-point rating scale, where scores below '3' are considered to be unmet. School based competencies are evaluated at the midterm and final time point in each school-based practicum by the onsite supervisor and the university

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	practicum supervisor. Their evaluation performance of these competencies is listed on the last page of the performance evaluation, called 'School-Based Competencies Checklist' (**A**) allows supervisors and practicum instructors to identify candidates ability to use computer based technology for information collection, analysis and management in the instructional setting (**#17**). *…knowledge of assistive technology including low and high equipment and materials <u>to facilitate</u> communication, <u>curriculum access,</u> and skill development of students with disabilities.* **CSD 507 – Augmentative and Alternative Communication (AAC) and Cognitive Aspects of Communication** • This <u>entire course</u> highlights use of AT to facilitate communication, access curriculum and develop skills. Examples are: Inclusion and use of technology in the curriculum slides (**I**), Language literacy project (**P,A**), activity planning (**P**), Quizzes based on readings (**A**), AAC internet activity (**A**). **CSD 505 – Autism Spectrum Disorders and Early Childhood Assessment** • Reading assignment – 'Augmentative and Alternative Communication Strategies: manual Signs, Picture Communication, and Speech-Generating Devices' (Prelock and McCauley, 2012) (**I**) • Quiz 2 (**A**) and Midterm exams (**A**) • Guest lecture from Heather Downey Using Visuals and AAC with emphasis on accessing curriculum and universal design. In class practice activities (**I, P**) **CSD 630 – Clinical Practicum** • Candidates are assigned a client/child and they must determine the skill level of the

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	client and how they can access their device to participate in class (**A**)
	In **CSD Clinical Practicum 620, 630, 640, 650, and 660** performance evaluations are conducted and candidates are rated using our customized evaluation that includes: evaluation skills; treatment skills; and professional practice, interaction, and personal qualities. These are evaluated using a 4-point rating scale, where scores below '3' are considered to be unmet. School based competencies are evaluated at the midterm and final time point in each school-based practicum by the onsite supervisor and the university practicum supervisor. Their evaluation performance of these competencies is listed on the last page of the performance evaluation, called 'School-Based Competencies Checklist' (**A**) allows supervisors and practicum instructors to identify the ability to use augmentative and assistive technology to facilitate communication, curriculum access and skill development of students with disabilities. (**#11**)
7: Transition and Transitional Planning The program provides opportunities for candidates to <u>plan, implement, and evaluate transitional life experiences for students</u> with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful <u>transitions by students</u>. Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.	*The program provides opportunities for candidates to <u>plan, implement, and evaluate transitional life experiences for students</u> with disabilities across the lifespan. to plan for successful <u>transitions by students</u>* **CSD 509 – School-Based Issues** (all topics, assignments and assessments are outlined in the course syllabus) • Role of the case manager in high schools and transition programs is developed throughout the course modeling the California legal requirements. (**I**) **CSD 505 – Autism Spectrum Disorders and Early Childhood Assessment** • Dr. DeZonia's lecture regarding critical skills needed to transition to adult placements (See slides) as well as variety of options available for consideration for families of transition age students. (**I, A**) **CSD 510 – Adult Language Disorders** • lecture slides/discussion on coaching students who are transitioning to post-

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	secondary (**I**) **CSD 504 – Fluency** • Procedures and treatment to help stuttering in preschool aged children to adults; Resource Clinical Handbook (**IPA**) (**I**) ;CALMS model (**I**); OASES (**I I I**); Final exam (**A**) PowerPoint Presentation -Chapter 11(**I**), 12(**I**), 13(**I**), 14 (**I**) In **CSD Clinical Practicum 620, 630, 640, 650, and 660** performance evaluations are conducted and candidates are rated using our customized evaluation that includes: evaluation skills; treatment skills; and professional practice, interaction, and personal qualities. These are evaluated using a 4-point rating scale, where scores below '3' are considered to be unmet. School based competencies are evaluated at the midterm and final time point in each school-based practicum by the onsite supervisor and the university practicum supervisor. Their evaluation performance of these competencies is listed on the last page of the performance evaluation, called 'School-Based Competencies Checklist' (**A**) allows supervisors and practicum instructors to identify candidates ability to plan, implements, and evaluates transitional life experiences as a part of an interdisciplinary team (**#12**).
8: Participating in ISFP/IEPs and Post-Secondary Transition Planning The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the <u>IFSP/IEP/transition planning process</u>, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and <u>following all legal requirements of the IFSP/IEP/transition planning process</u>.	*...following all legal requirements of the IFSP/IEP/transition planning process.* **CSD 509 – School-Based Issues (all topics, assignments and assessments are outlined in the course syllabus)** • "Parent role in the planning progress" textbook readings, lecture and discussion (**I**). • Parent interview graded assignment (**P, A**). • IFSP/IEP/transition planning process in class lecture (**I**) • Textbook readings, lecture and discussion on legal requirements and

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	documentation of the IEP/IFSP transition process (**I, P**). **CSD 505 – Autism Spectrum Disorders and Early Childhood Assessment** • Assessment in autism use of multidisciplinary teams as they generate diagnosis and creation of an IFSP and subsequent transition to school-based services. (**I, A**) CSD **620**, **640**, **650**, **660**– Clinical Practicum • Candidates participate in IEPs/IFSP/transition planning based on standards and legal requirements (**P A**). On-site supervisors and university practicum instructors conduct assessment and provide feedback. (**A**) • In **CSD Clinical Practicum 620, 630, 640, 650, and 660** performance evaluations are conducted and candidates are rated using our customized evaluation that includes: evaluation skills; treatment skills; and professional practice, interaction, and personal qualities. These are evaluated using a 4-point rating scale, where scores below '3' are considered to be unmet. School based competencies are evaluated at the midterm and final time point in each school-based practicum by the onsite supervisor and the university practicum supervisor. Their evaluation performance of these competencies is listed on the last page of the performance evaluation, called 'School-Based Competencies Checklist' (**A**) allows supervisors and practicum instructors to identify candidates who demonstrate the ability of participate effectively as a team member for the IFSP/IEP transitional planning process (**#7**).
SLP Standard 1: Speech, Language, Hearing, and Swallowing Mechanisms Each candidate demonstrates understanding of the anatomy, physiology, and neurology of the speech, language, hearing, and swallowing mechanisms. In addition, candidates exhibit knowledge of the physical bases and processes involved in the production and	Fully Addressed by the ASHA Standards No additional information needs to be submitted

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perception of speech, language, and hearing, and the production of swallowing. Finally, each candidate demonstrates comprehension of the acoustics or physics of sound, physiological and acoustic phonetics, perceptual processes, and psychoacoustics involved in speech and hearing.	
SLP Standard 2: Child Development and Speech, Language, and Hearing Acquisition Each candidate demonstrates knowledge of developmental milestones pertaining to typical and atypical human development and behavior, birth through twenty-two. Candidates exhibit understanding of the gender, linguistic, psycholinguistic, and cultural variables related to the normal development of speech, hearing, and language, including comprehension of first and second language and dialect acquisition. Additionally, each candidate demonstrates comprehension of cultural, socioeconomic, linguistic and dialectical differences and their role in assessment and instruction. Candidates also exhibit understanding of speech/language development across the range of disabilities. Each candidate demonstrates knowledge of the <u>development of literacy, including phonological awareness, and an understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum.</u>	*Each candidate demonstrates knowledge of the <u>development of literacy, including phonological awareness and an understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum.</u>* **CSD 503 – Language Disorders in Children** • Hierarchy of Phonological awareness skills in class handouts (**IPA**) • California Dyslexia Handbook made available to all candidates on BlackBoard (**I**) • Assignment: Compare Phonological Awareness to Phonemic Awareness to Phonics (**IPA**) • Introduction of (SALT) systematized analysis of language transcription. 10 language samples are required (Ages 2- 15 yrs.). Hardcopy and analysis are submitted each week. (**I PA**) • Create a Story Grammar Marker (SGM) in class (kits provided) for use in their classrooms for clinical practice. Assignments graded. (**IP**) • Assignment: Compare narrative to expository text (**IPA**) • Discussion and assignments on CCSS for children through age 22. (**IPA**) **CSD 509 – School-Based Issues** (all topics, assignments and assessments are outlined in the course syllabus) • Lecture slides, presentation and discussion on CA state Reading, Writing, Speaking, Listening Curriculum Standards (**IPA**)

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	• Application of CA Common Core State Standards – Classroom activity (**IP**) • Practice samples of language to literacy intervention techniques for all grade levels (**IP**) • Demonstrate language to literacy intervention techniques in oral presentations in class, graded assignments (**IPA**) • California Dashboard - In class written assignment (**IP**) • Course quizzes (**A**) • The Final is designed to integrate candidates' learning throughout this course (**A**) **CSD 507 – Augmentative and Alternative Communication (AAC) and Cognitive Aspects of Communication** • Discussion of literacy in the context of technological advancement (e.g. word prediction, rate enhancement) specific to AAC users in slides "Symbols, Displays and Rate Enhancement" (**I, P**) • Literacy Assignment in the Course Outline for adapting children's books with rubric included in the course outline (**P,A**) • Required Reading: Dodd, J. L. (2011), (**I**) • Online Quiz (**A**) **CSD 501- Articulation and Phonology** • Assessment of Phonological awareness; syllabus, assignment/evaluation (**A**) **CSD 515 – Advanced Applied Audiology** • Directions of how to screen hearing of school-age children (**IPA**) • PPT on purpose and use of all four types of equipment used: 1. Otoscope; 2. Oto-acoustic evaluation (OAE) of hearing; 3. tympanometer (evaluation of tympanic membrane); 4. Screening audiometer and Puretone audiometer.(**IPA**) • Slides, steps and discussion evaluating hearing screening (**I**)

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	• Special sessions held each fall to teach the candidates- schedules and locations included and disseminated to first and second year candidates (**PA**) • A minimum of 20 hours of hearing screening of Special Olympics Athletes at the sports events in Orange County- recorded by Healthy Hearing Capstone Student Monitors, and recorded by individual candidates in their e-portfolios (**A**) • Guest Speakers who are SLPs with many years' experience demonstrate how to assess and provide language and literacy therapy for children with mild/moderate/severe hearing loss. (**I**) • Candidates prepare final posters on the development of language and literacy in children with mild/moderate/severe hearing loss, using a wide range of technology- amplification, hearing aids, cochlear implants. (**A**) • Handouts and PPTs for candidates to develop teaching models for children with hearing loss based on the classical research of Erber. (**IP**) • Modeling of AUSPLAN in class with video sections for student interaction (**IPA**) **CSD 504 – Fluency** • Understanding the relationship between speech language and fluency**;** ASHA counting disfluencies (**PA**)**;** Language Hierarchy lecture (**PA**) **CSD 512– Multicultural and Second Language Acquisition** • Readings by Prath (2016) and Westby (2005), Roninson (2003), Chapter 2 of text (**I**) • Lecture and discussion on bilingual language development (**I**) • Cultural and Linguistic Variables Assignment (**P A**) In **CSD Clinical Practicum 620, 630, 640, 650, and 660** performance evaluations are conducted and candidates are rated using our customized evaluation that includes: evaluation skills; treatment skills; and professional practice, interaction, and personal qualities. These are evaluated using a 4-point rating scale, where scores below '3' are

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	considered to be unmet. School based competencies are evaluated at the midterm and final time point in each school-based practicum by the onsite supervisor and the university practicum supervisor. Their evaluation performance of these competencies is listed on the last page of the performance evaluation, called 'School-Based Competencies Checklist' (**A**) allows supervisors and practicum instructors to identify each candidate demonstrates knowledge of the development of literacy, including phonological awareness and an understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum. (**#14**).
SLP Standard 3: Speech, Language, Hearing, and Swallowing Disorders Each candidate demonstrates understanding of speech, language, hearing, and swallowing disorders, including but not limited to disorders of language, articulation/phonology, fluency, voice, hearing, and swallowing. Candidates exhibit comprehension of speech, language, and hearing disorders associated with special populations, including but not limited to individuals on the autistic spectrum and/or with cerebral palsy, cleft palate, hearing impairment, developmental disabilities, learning disabilities, and traumatic brain injury.	Fully Addressed by the ASHA Standards No additional information needs to be submitted
SLP Standard 4: Assessment of Speech and Language Disorders Each candidate demonstrates competency in the collection of relevant information regarding individuals' past and present status and family and health history. Candidates <u>exhibit proficiency *in a*</u>	*Candidates <u>exhibit proficiency in a school setting in screening and evaluation, including procedures, techniques, and instrumentation</u>* **CSD 507 – Augmentative and Alternative Communication (AAC) and Cognitive Aspects of Communication** • AAC both screening and evaluation in a school setting and testing techniques, assigned reading - Blischak, D. M. & Ho, K. M. (2000). (see syllabus, page 15) (**I**)

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school setting in screening and evaluation, including procedures, techniques, and instrumentation used to assess the speech and language status of children, and the implications of speech/language disorders in an educational setting. Each candidate exhibits *in a school setting expertise* in the administration of least biased testing techniques and methodologies for assessing the speech and language skills of culturally and linguistically diverse populations (i.e., speakers of second languages and dialects), including a language sample. Candidates demonstrate proficiency in the effective use of interpreters/translators in the assessment of English language learners. Each candidate demonstrates accurate interpretation of test results and makes appropriate referrals for further evaluation or treatment. Candidates demonstrate proficiency in the assessment for and selection of appropriate augmentative and alternative communication systems. Each candidate exhibits knowledge of hearing screening procedures.	• 'Conducting an AAC Evaluation' slides, lecture and in-class activity on writing school-based reports to support IEPs (**IP**) **CSD 503 – Language Disorders in Children** • Introduction of (SALT) systematized analysis of language transcription. 10 language samples are required (Ages 2- 15 yrs.). Hardcopy and analysis are submitted each week. Other types of analysis are introduced, practiced and assessment (**A**) **CSD 504 – Fluency** • Procedures and treatment to help stuttering in preschool aged children to adults; treatment plan project (**PA**); Language Hierarchy lecture (**IA**); PowerPoint Presentation -Chapter 11(**I**), 12(**I**), 13(**I**), 14 (**I**) In **CSD Clinical Practicum 620, 630, 640, 650, and 660** performance evaluations are conducted and candidates are rated using our customized evaluation that includes: evaluation skills; treatment skills; and professional practice, interaction, and personal qualities. These are evaluated using a 4-point rating scale, where scores below '3' are considered to be unmet. School based competencies are evaluated at the midterm and final time point in each school-based practicum by the onsite supervisor and the university practicum supervisor. Their evaluation performance of these competencies is listed on the last page of the performance evaluation, called 'School-Based Competencies Checklist' (**A**) allows supervisors and practicum instructors to identify candidates who exhibit proficiency in a school setting in screening and evaluation, including procedures, techniques and instrumentation. (**#4**). *Candidates demonstrate proficiency in the effective use of Interpreters /translators in Assessment of English language learners.*

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	CSD 509 – School-Based Issues (all topics, assignments and assessments are outlined in the course syllabus) • Candidates review the state requirements and guidelines for using interpreters for students with disabilities (SWD), observe an experienced SLP using an interpreter/translator in an assessment environment, and outline the process in a class assignment (**I P**) **CSD 512 – Multicultural and Second Language Acquisition** • Readings, lecture and discussion from recommended textbook on the use of interpreters (**I**, **P**, **P**) • Assessment assignment (**A**) **CSD 620**, **CSD 640**, **CSD 650**, **CSD 660 - Clinical Practicum** • Candidate demonstrate the use of interpreters/ translators with language English learners in school-based practicum. See performance evaluation, School Based Clinical Competencies (**PA**) • In **CSD Clinical Practicum 620**, **630**, **640**, **650**, **and 660** performance evaluations are conducted and candidates are rated using our customized evaluation that includes: evaluation skills; treatment skills; and professional practice, interaction, and personal qualities. These are evaluated using a 4-point rating scale, where scores below '3' are considered to be unmet. School based competencies are evaluated at the midterm and final time point in each school-based practicum by the onsite supervisor and the university practicum supervisor. Their evaluation performance of these competencies is listed on the last page of the performance evaluation, called 'School-Based Competencies Checklist' (**A**) allows supervisors and practicum instructors to identify candidates who demonstrate proficiency in the use of interpreters/translators in Assessment of English language learners. (**#18**).

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SLP Standard 5: Management of Speech and Language Disorders Each candidate exhibits comprehension of methods *in a school setting* of preventing communication disorders including, but not limited to, family/caregiver and teacher in-service, consultation, and collaboration. Candidates demonstrate knowledge of intervention strategies for a variety of speech, language, hearing, and swallowing disorders. Candidates use a variety of school-based service delivery models, which may include but are not limited to: pull-out, push-in, group, classroom consultation and/or collaboration, and co-teaching. Candidates will have opportunities to use curriculum materials commonly used in a school's core curriculum in the service delivery modes employed. Each candidate uses appropriate intervention strategies for individuals from culturally/linguistically/ socioeconomically diverse populations, including the use of interpreters/translators and the facilitation of second language/dialect acquisition. Candidates use <u>effective behavioral intervention strategies and effectively monitor the progress of students *in school settings.*</u> Each candidate demonstrates proficiency in the training of students and families/caregivers, teachers and/or other professionals in the use of augmentative and alternative communication systems. Candidates exhibit knowledge of rehabilitative procedures with individuals who have hearing impairments, including the use of assistive listening devices.	*Exhibits comprehension of methods in a <u>school setting</u> of preventing communication disorders including, but not limited to, family/caregiver and teacher in-service, consultation, and collaboration.* **CSD 510 – Adult Language Disorders** • Lecture slides/discussion on consultation and collaboration with team of professionals for students going to post-secondary (**I**) **CSD 507 – Augmentative and Alternative Communication (AAC) and Cognitive Aspects of Communication** • Beginning Communicators: Transitioning from non-symbolic to symbolic forms of communication, challenging behaviors, increasing communication repertoire; Students demonstrate AAC strategies for beginning communicators (Savinelli & Zangari); MOVIE: *Courage*; Chapters 8 and 9 in the Course Text (**I, P, A**) **CSD 512 – Multicultural and Second Language Acquisition** • Therapy Plan Assignment – Candidates must consider the cultural and linguistic background of clients when planning speech and language therapy (**P**) • Chapter 7 of text, readings by Brice (2000), Roseberry-McKibbin (2015) and Pena (2009) (**I**) In **CSD Clinical Practicum 620**, **630**, **640**, **650**, **and 660** performance evaluations are conducted and candidates are rated using our customized evaluation that includes: evaluation skills; treatment skills; and professional practice, interaction, and personal qualities. These are evaluated using a 4-point rating scale, where scores below '3' are considered to be unmet. School based competencies are evaluated at the midterm and final time point in each school-based practicum by the onsite supervisor and the university practicum supervisor. Their evaluation performance of these competencies is listed on the last page of the performance evaluation, called 'School-Based Competencies Checklist'

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	(**A**) allows supervisors and practicum instructors to identify candidates who exhibit comprehension of methods in a <u>school setting</u> of preventing communication disorders including, but not limited to, family/caregiver and teacher in-service, consultation, and collaboration.(**#19**). *Candidates use <u>effective behavioral intervention strategies and effectively monitor the progress of students in school settings.</u>* **CSD 504 – Fluency** • Integration of different therapy approaches presented to the candidates; Stuttering modification v. fluency shaping presentation (**I**) and Implementing CBT in children presentation (**I**) **CSD 505 – Autism Spectrum Disorders and Early Childhood Assessment** • Working with Behavioral Challenges includes several activities for modifying the environment to promote learning as well as strategies to promote data collection and progress monitoring – Presentation (**I**) , Quiz 2 (**A**) and Midterm (**A**) **CSD 509 – School-Based Issues** (all topics, assignments and assessments are outlined in the course syllabus) • Monitoring progress of students in a school setting is partially addressed in the Documentation assignment (**A**). In **CSD Clinical Practicum 620**, **630**, **640**, **650**, **and 660** performance evaluations are conducted and candidates are rated using our customized evaluation that includes: evaluation skills; treatment skills; and professional practice, interaction, and personal qualities. These are evaluated using a 4-point rating scale, where scores below '3' are considered to be unmet. School based competencies are evaluated at the midterm and final time point in each school-based practicum by the onsite supervisor and the university practicum supervisor. Their evaluation performance of these competencies is listed on the last page of the performance evaluation, called 'School-Based Competencies Checklist'

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	(**A**) allows supervisors and practicum instructors to identify candidates who can use effective behavioral intervention strategies and effectively monitor the progress of students in school settings. (**#20**).
SLP Standard 6: School Field Experience Each candidate will complete sufficient field experiences in the schools to demonstrate the knowledge, skills and abilities described in SLP Standards 1 through 5. Candidates acquire experience with a variety of speech/language disorders, assessment and intervention techniques, and diverse populations that may range in age from birth to twenty-two. Candidates will participate and demonstrate proficiency in the following: speech/language/hearing screening, evaluation, and intervention; writing, presentation, and implementation of IEP/IFSPs; a variety of service delivery models; provision of services for children on the autistic spectrum; assistance to classroom teachers in providing modifications and accommodations of curriculum for students; and monitoring of student progress. In addition, each candidate exhibits understanding of multi-tiered intervention (e.g., response to intervention).	*Each candidate will complete sufficient field experiences in the schools to demonstrate the knowledge, skills and abilities described in SLP Standards 1 through 5… may range in age from birth to twenty – two.* Curriculum covers key concepts address in SLP standards 1 through 5, in classroom courses prior and/or concurrent with school field experiences. **6.1 Table of Clinical Practicum Hours** shows the kinds of clinical experiences candidates can have and in what order. Candidates who are going to complete the requirements for the credential are placed in a minimum of two school-based practicums where they work with children of various age ranges, various disabilities and various service delivery models. They may have only one school-based practicum experience if that experience included students of various ages, disabilities and service delivery models. **CSD 509 School-Based Issues** provides candidates with much of the knowledge and some of the skills for providing SLP services in the schools, but the clinical practicum course sequence is where candidates practice these skills and and where their skills are assessed (by SLP on-site supervisors and university practicum instructors). In **CSD Clinical Practicum 620, 630, 640, 650, and 660** performance evaluations are conducted and candidates are rated using our customized evaluation that includes: evaluation skills; treatment skills; and professional practice, interaction, and personal qualities. These are evaluated using a 4-point rating scale, where scores below '3' are considered to be unmet. School based competencies are evaluated at the midterm and final time point in each school-based practicum by the onsite supervisor and the university practicum supervisor. Their evaluation performance of these competencies is listed on the last page of the performance evaluation 'School-Based Competencies Checklist' (**A**) allows supervisors and practicum instructors to identify when each of these have been met

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	and in which clinical practicum course.
SLP Standard 7: Consultation and Collaboration Each candidate engages in <u>consultation and/or collaboration with teachers</u> and other relevant personnel as part of a school field experience. Candidates <u>consult with teachers</u>, other personnel, and families during the prevention, assessment, and <u>IEP process</u>. Candidates also demonstrate relevant methods of consultation and collaboration in intervention, which may include but is not limited to the development of program modifications to support students' learning in the classroom, including academic content in pull-out intervention, instruction of small groups in the classroom, and teaching classroom lessons.	*Each candidate engages in <u>consultation and/or collaboration with teachers</u> and other relevant personnel as part of a school field experience. Candidates <u>consult with teachers, other personnel, and families during the prevention, assessment, and IEP process.</u>* **CSD 510 – Adult Language Disorders** • Lecture slides/discussion on consultation, collaboration with team of professionals for candidates going to post-secondary (**I**) **CSD 507 – Augmentative and Alternative Communication (AAC) and Cognitive Aspects of Communication** • "Educational Inclusion" presented and discussed in class (**I**) **CSD 509 – School-Based Issues** (all topics, assignments and assessments are outlined in the course syllabus) • IEP readings from textbook lecture and discussion (**I**) • Service delivery decision making and options readings, lecture and discussion (**I**) • Parent interview assignment (**P, A**). **CSD 620**, **CSD 630**, **CSD 640 - Clinical Practicum** • Instructions via lectures, discussions, observations

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	• Competence is assessed through a midterm (**A**) and final evaluation (**A**) conducted on Calipso. Candidates assess based on data collection (**P**) and are assessed by supervisors and practicum instructors in the areas listed on Calipso for midterm and final evaluations. See Evaluation (7-10), Treatment skills (2,10) Professional Practice, Interaction and Personal Qualities (1- 15)(and School Based Competencies (2, 7,13,14) (**PA**)

• These are evaluated using a 4-point rating scale, where scores below '3' are considered to be unmet.

• School based competencies are evaluated at the midterm and final time point in each school-based practicum by the onsite supervisor and the university practicum supervisor. Their evaluation performance of these competencies is listed on the last page of the performance evaluation 'School-Based Competencies Checklist' (**A**) allows supervisors and practicum instructors to identify the candidates ability to *engage in <u>consultation and/or collaboration with teachers </u>and other relevant personnel as part of a school field experience. Candidates <u>consult with teachers,</u> other personnel, and families during the prevention, assessment, and <u>IEP process</u>.* (**<u>#5,7,8</u>**) |
| **SLP Standard 8: Assessment of Candidate Performance**

Prior to recommending each candidate for a SLP services credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential <u>in a school setting</u>. During the program, candidates are guided and coached on their performance in relation to the knowledge and skills using formative processes. | ***Prior to recommending each candidate for a SLP services credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential <u>in a school setting</u>.***

• Candidates take a course devoted to assessment, intervention and range of student environments and services in public school environments (**CSD 509, School-Based issues**). They demonstrate their skills in school setting(s) – preschool, elementary school, middle school and/or high school, in the assigned practicum course, with an SLP on-site supervisor. The university practicum instructors also meet between 8-10 |

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Verification of candidate performance is provided by a faculty representative of the university training program in consultation with the supervising master clinician.	times with candidates to provide focused instruction based on their practicum site and needs. Grades in practicum are a combination of the SLP on-site supervisors' and the practicum instructors' evaluation of the candidate across the competencies required by CAA/ASHA and CTC.
	
	• Throughout the program, candidates' performance and competency is tracked and discussed with their advisor, signed and dated (**A**); this form includes standards met for ASHA/CAA.
	
	• The Clinical Fieldwork Coordinator tracks candidates' school-based competencies using the 'School-based Competencies Checklist' (**A**).
	
	• Faculty advisors meet with candidates and record the competencies that they have completed, CTC/ASHA Crosswalk Checklist (**A**)
	
	CSD 620, **CSD 630**, **CSD 640 - Clinical Practicum**
	
	    • Midterm (**A**) and final evaluation (**A**) are completed by the supervising SLP with the candidate, and by the university practicum instructor with the candidate.
	
	    • Four-square forms provide opportunities for formative learning and feedback (**PA**).
	
	CSD 698 – Capstone
	
	    • Candidates performance tracking/advising forms are reviewed and verified by the individuals listed on the completion of program checklist (**A**)
	
	    • Candidates must pass comprehensive exam questions, many of whom relate to serving children in the schools. For example, question about Child Language Disorders (**A**), AAC and Autism (**A**), and Articulation and Phonology (**A**) all relate to children who are school age.

Italics indicate the focus on the schools and students in school settings. This focus must be confirmed since the candidate will be earning a credential to provide services in California's public schools.